ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002322	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Wallender, Martha Lee

5. TITLE OF DOCUMENT ABSTRACTED:
Summary of Reactions of Superintendents of Schools in Schenectady County to the Idea of a Supplementary Education Center

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Center on Innovation, New York State Education Department
CITY, STATE Albany, New York

9. PUBLISHER OR SOURCE
Center on Innovation, New York State Ed. Dept., Albany, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	5/65	26

TELE. EXT
INST/LOC CODE

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)
cooperative arrangements
education center
supplementary education center
degree of interest
superintendents
reactions

17. ABSTRACT (MAX. 250 WORDS)

The reactions of 11 superintendents of schools to the idea of a supplementary education center were presented. Superintendents were asked to comment on their present cooperative arrangements. Reactions were obtained on such topics as reference service, instructional materials library, book examination center, centralized cataloging and processing, inservice teacher education, curriculum materials center, and materials production service.

Ways in which the State Education Department might help districts interested in planning supplementary education centers were that the State assume a maximum advisory role, provide staff consultants, define the size of regions to be served, provide an information service, and improve public relations. The types of information needed in planning for supplementary education centers included names of consultants, locations of existing models, descriptions of possible services, materials on how to organize and operate a center, criteria for aid, objectives of legislation, and financial information. Superintendents interviewed expressed willingness to participate in preliminary investigations and cooperative planning for a center.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

1-510F

Report prepared for:
Center on Innovation
New York State Education Department

ED002322

SUMMARY OF REACTIONS OF SUPERINTENDENTS OF SCHOOLS IN SCHENECTADY COUNTY TO THE IDEA OF A SUPPLEMENTARY EDUCATION CENTER

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

Martha Lee Wallender
May 11, 1965

(J0720
ED002322

1-5101

TABLE OF CONTENTS

Introduction 1

Present Cooperative Arrangements 2
BOCES 2
CASDA 4
Other Cooperative Arrangements 4

Reactions to Possible Services 5
Reference Service 5
Instructional Materials Library 6
Book Examination Center 6
Centralized Cataloging and Processing 7
In-service Teacher Education 8
Curriculum Materials Center 9
Materials Production Service 10
Other Possible Services 11

Relative Degree of Interest in Possible Services 14
Table showing preferences by school district 16

General Reaction to the Idea of a Supplementary Education Center 17
Advantages of a center 17
Obstacles or Drawbacks to Establishment of Centers . . .19

Possible Participants 19
Geographic Area 19
School Systems (Public). 20
Other Agencies and Institutions 21

Role of the State Education Department 22
Information Needed 23

Proposed Steps in Cooperative Planning 24

SUMMARY OF REACTIONS OF SUPERINTENDENTS OF SCHOOLS IN SCHENECTADY COUNTY TO THE IDEA OF A SUPPLEMENTARY EDUCATION CENTER

At the request of Dr. Norman D. Kurland, Director of the Center on Innovation in Education of the State Education Department, superintendents of schools located in Schenectady County agreed to cooperate in an exploratory study of reactions to the idea of a Supplementary Education Center. It was felt that information derived from interviews with district superintendents would be helpful to the State Education Department in planning services to school districts interested in Supplementary Education Centers and might also contribute to local cooperative planning.

The following superintendents were interviewed by Mrs. K. C. Wallender during April 1965:

Superintendent	District
Mr. John H. Fink, District Superintendent	Albany, Schenectady, & Schoharie Counties
Mr. Francis L. Stevens	Burnt Hills-Ballston Lake
Mr. Joseph Carosella	Draper
Mr. Schuyler Cornthwaite	Duanesburg
Dr. Robert W. Kochenour	Mohanasen
Dr. Rexford Souder	Niskayuna
Dr. George Maybury	Schalmont
Dr. Robert Murray	Schenectady
Mr. William Martin	Scotia-Glenville
Mr. Glenn E. Bretsch	South Colonie
Rev. John F. Nevins	Albany Diocese

Superintendents had been asked to discuss the concept of a center and services they would find useful with key members of their staffs, and in some districts such staff members were present during the interviews. The following topics were explored:

- Present cooperative arrangements
- Relative degree of interest in some possible services of a center
- General reactions to the idea of a Supplementary Education Center
- Ideas regarding the geographic area to be served and possible participants
- Suggestions regarding the role of the State Education Department in planning for centers and logical steps in local cooperative planning

Information obtained in the interviews is summarized in the following pages. Numbers in parentheses, e.g. (3), represent the number of superintendents expressing a particular view.

PRESENT COOPERATIVE ARRANGEMENTS

On the assumption that previous experiences with shared services might influence attitudes toward Supplementary Education Centers, superintendents were asked to comment on their present cooperative arrangements through the Board of Cooperative Services and the Capital Area School Development Association and on contracts or informal agreements with other school districts and community agencies.

BOCES (Eight of the districts contacted are BOCES members.)

Q. What do you consider to be the major advantages of sharing services through BOCES?

A. The increased financial support available in comparison with local state aid ratios and the ability to provide services which an individual school district could not otherwise offer appear to be factors of equal importance.

1. Financial advantage (most important factor to 3, second most important to 2, mentioned by all BOCES participants)

   The degree of financial advantages depends on the local state aid ratio. In districts where the formula is already quite favorable, extension of the ceiling supported by the State is considered important. A continuing decline in property value per pupil is an incentive to increased involvement in BOCES for one district; and the favorable attitude of the Board of Education was cited in another. Several superintendents noted that the financial advantage would be considerably lessened by a proposed change in the state aid formula included in current legislation.

2. Services not otherwise available (most important factor to 3, second most important to 2, mentioned by all BOCES participants)

   The ability to obtain part-time specialists to work with a limited number of pupils within any one district (brain damaged, visually handicapped, etc.) and to provide or extend psychological services were stressed.

3. Clearinghouse (most important factor to 1, mentioned by 4)

   BOCES makes it easier to discover which other districts have the same needs and to obtain part-time specialists.

4. Sharing ideas (1)

   One superintendent observed that BOCES activities provide a frame of reference for sharing ideas which increases the level of activity in participating school districts.

5. Makes service more efficient (1)

BOCES (Cont.)

Q. Have you encountered any problems in connection with shared services?

A. Yes (5) (Most districts mentioned only one problem; none, more than two.)
No (3)

1. Establishment of new services (3)

The need to coordinate planning for programs involving several districts sometimes creates scheduling and personnel problems when a new program is set up or a district starts participating in an established program. One superintendent observed that the introduction of a new service involves problems even when only one district is concerned.

Three districts cited difficulties in connection with data processing and test scoring; one district had not participated because of anticipated problems. One superintendent commented that this was the first service to require detailed planning both at the school district level and at the center to insure the desired output. He noted that the will to plan, commitment of time, willingness to standardize, and careful organization are necessary for an effective program.

2. Legal restrictions (2)

The need for approvals by the District Superintendent and the State Education Department was considered a problem, in one case because of the additional administrative channel, in another district because of the possibility that a needed service might be denied support. Inability to withdraw from BOCES was also mentioned as a potential problem.

3. Personnel (1)

One superintendent observed that it is more difficult to get teachers to work in several districts than in a single one.

4. Communications (1)

Communication between the two offices maintained by the District Superintendent was considered to be a problem by one superintendent.

5. Placement in special classes (1)

One superintendent stated that children entering his district during the school year frequently had to wait for placement in classes for trainable children.

6. Participants (1)

One superintendent questioned whether the use of BOCES by some of the richer districts in the area did not represent an abuse of its original intent (to provide services for districts which could not otherwise afford them).

CASDA

Q. What types of programs offered by CASDA have you found particularly helpful?

A. 1. Administrative Seminars (5)

2. Curriculum Workshops (5)

Science and museum workshops were particularly appreciated. Scheduling is sometimes awkward for small school systems which cannot release several teachers in one subject area on the same day.

3. School Board Institutes (4)

4. Publications (4)

Those specifically mentioned were the salary studies, Mr. Carosella's study of sabbatical leave, and "What's New in the Classroom."

5. Meetings of School Business Officials (2)

Other Comments:

Opportunities to hear a variety of outstanding educators and resource specialists and to pool information are aspects of CASDA which appeal to several superintendents. One district dropped its membership because it was unable to take advantage of enough of the services offered to justify the cost. Another district supports CASDA but has a marginal relationship to it because its own curriculum workshops usually precede those offered by CASDA.

OTHER COOPERATIVE ARRANGEMENTS

Q. Do you contract for or receive any services from other school sytems (apart from BOCES)? ...from community agencies or institutions?

A. 1. Audio-visual materials in the collection of the Schenectady school system are used by two other districts.

2. In one district some educable pupils are accepted on a contract basis.

3. ETV is supported by eight of the public school systems and the Albany Diocese. Substantial use is made of programs offered at the elementary level.

Q. Do you provide any services to or in conjunction with other school systems (apart from BOCES)? ...with community agencies or institutions?

A. 1. Summer schools in several districts are open to non-resident students on the basis of informal agreements.

2. Schools in several districts are used for recreational programs, scouting activities, etc. after school, Saturdays, or during the summer.

Q. Do you participate in any other cooperative arrangements?

A. 1. Several school districts are involved in cooperative purchasing. One superintendent felt it could be more efficient to have centralized purchasing but that it would be easier and probably more economical to continue to increase the areas in which the State contracts, thus simplifying local procedures.

REACTIONS TO POSSIBLE SERVICES

REFERENCE SERVICE

1. Professional Collection (10)

Although there are professional collections in each school district, all superintendents agree that a more adequate collection could be provided on a cooperative basis. Access to reports of current research and doctoral study project reports are particular concerns.

It was generally agreed that the value of a supplementary collection would depend on the extent to which materials could be made immediately available to the user. One superintendent stressed the desirability of direct communication with the center and rapid transmission if financially feasible. Materials are now available from the State Library on a delayed transmission basis and some superintendents also make considerable use of the Schenectady County Public Library. Three superintendents wondered whether there mightn't be some overlap between the center collection and existing collections in the public and State libraries.

2. Wide Variety of Periodicals and Newspapers (7)

Interest was expressed in having access to a broader collection of foreign periodicals and newspapers, literary magazines, and science periodicals. Storage of back issues is a problem in several districts which might be relieved by microfilm collections in a center library. Mohanasen, which now subscribes to 185 periodicals and is adding more next year, feels no need for this supplementary collection.

3. Expensive, Rarely-used Materials (7)

4. Computer-based Union Catalog (5)

Two districts would be enthusiastic about this service if it were possible to have a subject catalog and get subject printouts. Niskayuna is now investigating the possibility of developing a system of data processing, information retrieval, and rapid reproduction of materials which would operate on a district-wide basis, and would like to concentrate on developing its own library resources. The value of a union catalog was questioned in one district, and the question of whether an information retrieval system mightn't perform services for students which they should learn to do for themselves was raised in one district.

5. Services to Professional Staffs (5)

The value of a "Current awareness" or "alerting" service was stressed by two superintendents. It was suggested that collections of new materials or descriptions of them in a form which would enable teachers to locate materials of special interest might be circulated or there might be planned activities to bring people to the center.

Abstracts of significant research would be helpful and bibliographic searches, which are now available through CASDA, might be improved if information were computerized.

REFERENCE SERVICE (Cont.)

6. Copying Service (5)

INSTRUCTIONAL MATERIALS LIBRARY (10)

1. BOCES Plan

A definite proposal for an Instructional Materials Library has already been developed through BOCES but financing has proved to be a problem because relatively few districts have been willing to help underwrite first-year costs.

2. Nature of the Collection

It was agreed that the center should not include materials which districts might be expected to provide for themselves but, based on an analysis of cost and frequency of use anticipated, should store expensive, seldom-used materials. Films, video tapes, science materials, a central picture collection, and a costume collection were specifically mentioned. Most of the superintendents tend to prefer films to tapes because recording and playback equipment for the latter has not yet been standardized and sufficient valuable "soft ware" is not yet available to justify the purchase of expensive equipment.

3. Anticipated Problems

a. Accessibility and availability of materials are major concerns. One superintendent observed that teachers will use remote materials on a relatively limited basis unless they are very much interested in a particular teaching aid. Experience in the Albany Diocese indicates that very little use is made of the central collection outside the immediate geographic area. Others were concerned about conflicts inherent in service to several districts which would make it difficult to obtain materials at the time they are needed for the instructional program.

b. One district expressed concern about procedures and the time required to coordinate teacher requests. It anticipated that the clearinghouse function would be at least a half-time job in each school system.

c. The problem of avoiding proliferation of devices unless they will add some new dimension (new material or easier use) was raised by one superintendent. He felt it would be best for the center to acquire a unit and demonstrate its applications, then encourage local districts to acquire equipment if they will have much use for it.

BOOK EXAMINATION CENTER (10)

1. Access to Exhibits

Librarians in all districts rely heavily on reviews, although in two districts they have access to exhibits of new materials through public library systems. Not all librarians attend conferences where exhibits are available and most have insufficient time to examine books on these occasions. Three superintendents stressed the potential value of roving exhibits of new books so that teachers and librarians could examine them in their own schools instead of having to go to a center.

BOOK EXAMINATION CENTER (Cont.)

2. Salesmen

One superintendent commented that hit-or-miss approaches by book salesmen sometimes make balanced selection difficult; and a librarian stated that she would rather specify which books she wants to see than have publisher's representatives promote the books they want to sell.

3. Selection Services

Greater interest was expressed in selection meetings than in taped reviews. It was felt that librarians on the same level would benefit from opportunities to pool insights and discuss controversial books, share bibliographies, and obtain help in choosing books for particular curriculum areas. The difficulty of selecting modern fiction suitable for Junior High students was mentioned by one superintendent.

4. Joint Ordering

Six of the districts have joint ordering within their own systems; only one of these expressed interest in cooperative ordering with other districts. One district which does not have joint ordering might be interested if it could obtain books as rapidly as it does now.

CENTRALIZED CATALOGING AND PROCESSING (9)

1. Previous Experience

Burnt Hills and Schenectady have centralized cataloging and processing for all schools in their districts and claim that, despite initial resistance, most librarians who have tried it welcome the extra time it provides for other services to students and teachers.

Schenectady feels it could operate more efficiently and economically by expanding the area served. Burnt Hills would be interested if service could be improved and costs lowered, but feels it would be difficult to organize service for several school systems. Its library supervisor anticipates that eventually this function will be computerized and may serve an area much larger than a single county.

Some elementary schools in the Albany Diocese subscribe to Catholic Library Service which provides a complete library of 5,000 books ready to go on the shelves with their cards and a card catalog. A similar service will be offered to parochial schools on the secondary level. The Diocesan Superintendent felt there would also be interest in other systems of centralized cataloging and processing.

2. Previous Interest

The possibility of centralized cataloging and processing has been explored in BOCES and by two districts which hoped to work out a combined system. Superintendents have tended to be more enthusiastic about the prospect than librarians are; and most districts have, at least temporarily, abandoned the idea. Interest might revive if a practical, economical system could be devised.

CENTRALIZED CATALOGING AND PROCESSING (Cont.)

3. Possible Pilot Project

South Colonie would like to serve as a pilot project (alone or with North Colonie) to attempt to develop the ideal method of establishing and operating centralized cataloging and processing for a large, growing school system. It would hope to involve the School of Library Science, SUNY at Albany, in this study and to find outside financial support for such a project.

4. Advantages cited

a. More time available for direct services to students and teachers.(5)

b. Expert cataloging--an aid for inexperienced librarians. (1)

c. Might help unify libraries in the area (1)

5. Problems or Obstacles Anticipated

a. Attitude of librarians who would prefer additional local help, feel they would lose touch with the books if someone else cataloged them, and want ready access to the books before they are fully processed. (3)

b. Service might be slower, especially during peak periods. (3)

c. Costs might not be lower. (2)

d. Differences in classification and complexity of headings; unwillingness to standardize. (2)

e. Methods explored so far not good enough. (1)

f. Space required. (1)

IN-SERVICE TEACHER EDUCATION (10)

1. Co-sponsorship of Courses

Several districts have co-sponsored courses through BOCES; and three districts are hoping to provide courses which will involve co-sponsorship next year. In addition, it is customary to invite teachers from other districts to local courses when there is room, different districts serve as hosts for extension courses, and public school teachers frequently attend in-service courses of the Albany Diocese offered at the College of St. Rose.

2. Adequacy of Courses Currently Available

Superintendents were agreed that a wide variety of courses is available in the Capital Area through college and university extension programs; however, two superintendents commented on the need to tailor courses to particular needs in this area at particular times; and one felt that teachers were more likely to attend courses organized locally. One superintendent distinguished between courses taken to improve an individual's professional background and those which are taken as a group and contribute to performance in particular jobs held in the district. There was general agreement on the need for local or cooperative programs of in-service education.

IN-SERVICE TEACHER EDUCATION (Cont.)

3. Desirability of Organizing Courses through a Supplementary Education Center

a. Could bring in specialists and consultants whom individual districts couldn't afford alone. ETV might be used for this purpose. (6)

b. Could offer program in areas where one district has a limited number of teachers, particularly at the secondary level. (2)

c. Value of shared experience with teachers of other districts, exchange of information on curriculum and methods. (2)

4. Types of Courses Desired

a. New developments in curriculum and methodology; would be particularly helpful for curriculum planning committees. (3)

b. Secondary subjects (2)

c. Science workshop (2)

d. Modern math.—elementary (1)

e. Cultural courses to enrich background of staff working with culturally deprived pupils (1)

f. Correlation of subject matter, sufficient to bring math. and social studies teachers together (1)

g. Course bringing teachers and librarians together (1)

h. Reading (1)

i. Language arts (1)

5. Need for Facilities

a. Most superintendents were primarily interested in instruction and felt that there were adequate facilities in area high schools and colleges.

b. The District Superintendent and two local superintendents expressed interest in demonstration classrooms. One pointed out that it would not be necessary for the center to own special facilities and that models might be getting current use for instructional purposes in participating districts.

c. The value of independent study carrels equipped with auto-instructional devices was mentioned by one superintendent.

CURRICULUM MATERIALS CENTER (10)

1. Curriculum Planning (5)

Superintendents tended to regard a comprehensive collection of all types of curriculum materials as one of the most important features of a center; nearly all commented that their district collections were inadequate. They would want to be able to borrow materials for curriculum planning and to have individual teachers and groups go to the center.

CURRICULUM MATERIALS CENTER (Cont.)

2. Resource Specialists (2)

The opportunity to consult resource specialists was mentioned by two superintendents and implied in the comments of others. In the opinion of one superintendent, their competence and ability to establish rapport with teachers and administrators would be vital to the success of the center.

3. Previews of Materials (2)

One superintendent would like a previewing service for all kinds of new instructional materials on a scheduled basis to help teachers keep up to date on what is available and avoid producing locally what may be obtained from a commercial source at lower cost. Previewing is now very expensive in time and money for both the producer and the potential user. Another superintendent was interested in the use of electronically equipped carrels at the center in previewing materials.

4. Community Resource File (2)

Schenectady has a master file of approximately 500 resource people, and issues publications for teachers on possible field trips. Schalmont has had a Coordinator of Educational Resources who developed a file of specialists with areas of specialization and levels they prefer to work with, collected instructional materials, and organized out-of-the-ordinary field trips for individual pupils and class groups. Over 700 requests have been handled and experiences carefully evaluated on the basis of feedback.

Both districts would probably be willing to pool this information and make it available to other school systems through a center if it could be kept up to date and if provision were made for ready access to the person responsible for it to report changes in plans, evaluation, and feedback.

5. Topical Exhibits (1)

MATERIALS PRODUCTION SERVICE (10)

1. Degree of Interest

Positive interest was expressed by seven superintendents, while three were not particularly enthusiastic about it. One commented that a center could make efficient use of the kinds of creative, professional, and technical abilities needed; and another observed that most teachers need help in preparing classroom materials. Two superintendents were concerned lest teachers lose initiative and teaching aids lose their individuality. The practicality of providing this service, the amount of notice needed , and the probable attitude of the voters were other questions raised.

2. Types of Service Desired

a. Studio or mobile recording equipment for audiovisual aids and ETV (2)

b. Transparencies (2)

Two superintendents who did not indicate further need for this service commented that they were providing it for teachers in their own districts.

MATERIALS PRODUCTION SERVICE (Cont.)

c. Travelling artist (1)

3. Other Comments

a. Service would be most important in the fields of science and industrial arts. (1)

b. Materials might be made available on a demonstration basis to other schools. (1)

c. Such a service would make it possible to meet the distinct needs of individual districts rather than relying on materials produced for mass consumption. (1)

d. This service would be essential if extensive use were to be made of ETV. (1)

OTHER POSSIBLE SERVICES

Superintendents were asked to comment on possible programs and services included in the list which they received with the March 30 letter from Commissioner Allen regarding Supplementary Education Centers and Services, and to indicate which would be of greatest interest to them. Their responses are summarized in the following material and in Table I, which shows "Relative Degree of Interest in Some Possible Services of a Supplementary Education Center" for each school district.

A. Subject Areas requiring Specialized Teachers and Equipment

1. Vocational-Technical Education (4)

Four superintendents alluded to the four-county survey of vocational and technical education. Schenectady expects to be identified as a vocational-technical center for school districts in this area. Scotia-Glenville is more interested in developing this aspect of education than in any other service at the present time. Two districts expressed the hope that vocational education could be scheduled on a half-day basis which would enable students to participate in extra-curricular activities in their own schools.

Scotia and South Colonie suggested that provision for educables and potential dropouts be made through an area center since the vocational-technical program will involve academic and vocational instruction which will not be geared to their needs.

2. Other areas

Draper would like to strengthen its elementary science program; and Schenectady could also recognize the advantage of richer resources than it is now providing. Because of size, drama is felt to be the weakest area in Scotia. South Colonie suggests that establishment of departments in specialized subject areas for a number of schools would provide for exchange of information and have some of the same advantages as resource specialists.

OTHER POSSIBLE SERVICES (Cont.)

B. SPECIAL INSTRUCTION

1. Brain Damaged and Emotionally Handicapped (6)

Four superintendents stressed the need for research on the best ways of working with brain damaged and emotionally handicapped children. It was suggested that a center might help in the organization and evaluation of programs for them since there are a limited number of such children in any one district.

2. Remedial Instruction (5)

Interest was expressed in remedial instruction which would go beyond what individual districts are presently offering and emphasize a clinical approach.

3. Advanced Courses (2)

Niskayuna would like to see advanced placement courses developed on a cooperative basis since there are relatively few students wishing to take any one course within a single district. Scotia-Glenville would like to see offerings in advanced subjects expanded. The superintendent noted that the fact that students do not receive course credit acts as a deterrent to participation in the Union College program.

4. Prekindergarten (1)

Schenectady is doing considerable work in this area and will be doing more under "Operation Headstart," but is not serving neighboring districts. It would welcome additional personnel, facilities and materials which might be available through a center.

5. Non-English Speaking (1)

Niskayuna suggested that a supplementary teaching area or a collection of special equipment and materials for use with non-English speaking children would be helpful.

6. Mentally Handicapped, Potential Dropouts (1)

South Colonie is particularly interested in a program for educable children and potential dropouts. A combined work-study program with emphasis on how to get and keep a job was suggested.

C. EXTRA-SCHOOL INSTRUCTION

1. Summer School (3)

Lack of state aid for summer school programs is a limiting factor in their development. Most districts must either accept non-resident students because they do not have enough students for a program or limit offerings to certain special areas, such as typing, driver training, and music. South Colonie would like to be involved in a program open to both public and parochial students which would not merely provide enrichment but shorten the time in school.

OTHER POSSIBLE SERVICES (Cont.)

D. INSTRUCTIONAL MATERIALS AND SERVICES

1. ETV (5)

The need to make effective use of ETV on the secondary level is a major concern as, due to scheduling problems, participation is now limited to occasional special programs. Films are considered to be more useful on an individual classroom basis at the present time.

Potential advantages of closed circuit ETV and a library of video tapes cited were the possibility of offering a series of programs affording continuity (in comparison with the single experience in viewing a film), lower cost and immediate availability of the taped record of an activity (in comparison to film), and the ability to edit, revise, and add to tapes or to erase them when the material is no longer useful. A library of tapes would eliminate the need to maintain expensive collections of films or to change schedules on the basis of availability, and experiences could be repeated.

To realize these advantages, superintendents feel that more channels should be approved, production facilities should be developed and services made available to local districts , and provision should be made for taping programs and storing tapes in the Instructional Materials Library for later use. It is anticipated that studios on the new campus of SUNY at Albany will become the major production center for this area. Schalmont suggested that scheduling agreements between districts would make it possible to broadcast programs for secondary students at normal class times, or to repeat a broadcast no more than twice during a given day. Mohonasen and Niskayuna stressed the importance of compatible machinery.

2. Coordination of Student Teaching (2)

Schenectady is now involved in the coordination of student teaching in the county but both it and Schalmont feel this function might be performed more effectively through a center.

E. PUPIL PERSONNEL SERVICES

1. Psychological and/or Social Services (9)

Most districts feel the need for a wider range of psychological and social services, with a clinical emphasis, than is currently available through the Child Guidance Center and other agencies; and this type of service cannot be adequately provided by psychologists and social workers on their own staffs. Draper stressed the need for social services, while Duanesburg and the Albany Diocese were primarily concerned with the need for psychological services. Scotia indicated that adult guidance and counseling would be an important adjunct of services to children.

2. Athletics (3)

Duanesburg felt that small school systems could use help in organizing athletic activities which attract relatively few students (wrestling, golf, etc.). South Colonie would like to have an extra-school program available to both public and parochial school students and to provide a more effective program for the youngsters who do not make teams.

E. PUPIL PERSONNEL SERVICES (Cont.)

2. Athletics (Cont.)

Schenectady feels there is a long-range need for a massive field house which might serve the county and beyond and be used for such purposes as interscholastic track meets, intersectional wrestling, and other sports events which would draw large crowds. The need for more adequate swimming pool facilities was also mentioned; but it was not anticipated that these facilities would get high priority in building needs.

3. Health (2)

Niskayuna noted that health services such as hearing, sight, and dental care for deprived children are less available in smaller communities than in the city. Schenectady would not be interested in this area unless treatment was involved.

F. FACILITIES AND PROGRAM INNOVATION

1. Research and Development (4)

This aspect of a possible center was the one which appealed most strongly to Niskayuna; and the need for help in the design and evaluation of research was also felt by Burnt Hills, Schalmont, and Schenectady. It was hoped that a center might have a Research Director who would suggest pilot projects related to the needs of local districts, write up applications for funds, supervise programs and organize demonstrations, and disseminate information on research projects. Schalmont expressed reservations regarding the applicability of many demonstration projects and model schools to situations in other school districts where conditions are less favorable.

G. MISCELLANEOUS

1. Data Processing (4)

Mohanasen and South Colonie would be interested in further development of data processing through a Supplementary Education Center. Niskayuna would prefer not to have it associated with a center; and Schenectady is satisfied at present to contract directly with the G.E. center.

RELATIVE DEGREE OF INTEREST IN POSSIBLE SERVICES

In order to establish priorities, superintendents were asked to indicate the extent to which they were interested in the specific library and instructional services described in the preliminary material they received and in other possible services of a center which they had selected from the list attached to Commissioner Allen's letter of March 30. Their choices indicating "strong interest," "some interest," or "no interest" are summarized in Table I. The following additional comments represent a further indication of which aspects of a Supplementary Education Center would be of greatest importance to particular districts:

Mohanasen

An Instructional Materials Library including films and TV tapes, ETV, and Data Processing are the services of greatest interest to Mohanasen.

RELATIVE DEGREE OF INTEREST IN POSSIBLE SERVICES (Cont.)

Niskayuna

Services in order of priority are:

1. Research and Development
2. In-service Education in the sense of planning and development within a school system and demonstrations of new curriculum and methods.
3. Curriculum Materials and Book Examination Centers.
4. Automating its own library system and making it work more efficiently would have higher priority than ETV, Instructional Materials Library, etc.

Schenectady

Library and Instructional Services would have the highest priority.

Scotia-Glenville

Interests in order of importance are:

1. Vocational-technical School.
2. Community College. It will be necessary to define the kinds of services and programs a community college might handle as opposed to those associated with a service center.
3. Supplementary Education Center would be a poor third except for services which for the time being can be carried out through BOCES. For possible services discussed, the order would be:

   a. Other (Vocational-technical, special instruction for emotionally disturbed and brain damaged children, psychological and social services).
   b. Library Services.
   c. Instructional Services.

Albany Diocese

Concerns in order of priority are:

1. Other services (Language arts, special instruction for emotionally disturbed children, remedial instruction, psychological services).
2. In-service Teacher Education.
3. Library Services.
4. Curriculum Materials Center and Materials Production Service.

TABLE 1: RELATIVE DEGREE OF INTEREST IN SOME POSSIBLE SERVICES OF A SUPPLEMENTARY EDUCATION CENTER

Code: x - Strong interest
* - Some interest

TYPE OF SERVICE	Burnt Hills	Draper	Duanesburg	Mohanasen	Niskayuna	Schalmont	Schenectady	Scotia-Glenville	South Colonie	Albany Diocese	District Supt.
LIBRARY SERVICES											
Reference Service	x	x	x	*	*	*	x	x	*	*	*
Instructional Materials Library	x	x	x	x	x	x	x	*	x	*	x
Book Examination Center	x	x	x	*	x	x	x	*	*	*	
Centralized Cataloging & Processing	*	x	x		*	x	x	*	x	*	*
INSTRUCTIONAL SERVICES											
In-service Teacher Education	x	x	x	x	x	x	x	x	x	x	*
Curriculum Materials Center	*	x	x	x	x	x	x	x	x	*	*
Materials Production Service	*	*	x	*	x	*	x	*	x	*	
OTHER SERVICES											
A. SUBJECT AREAS											
Drama								*			
Elementary Science		x					*				
Language Arts										x	
Vocational-Technical						x		x	x		
B. SPECIAL INSTRUCTION											
Advanced					*			*			
Handicapped (including Brain Damaged, Emotionally Disturbed)			x		x	x	*	x		x	
Educables, Potential Dropouts									x		
Remedial (incl. Reading Clinic)		x	x		*		*			x	
Prekindergarten, Cult. Deprived											*
Non-English Speaking					*						
C. EXTRA-SCHOOL											
Summer School						x		*	x		
D. INSTRUCTIONAL SERVICES											
Coordination of Student Teaching						*	*				
ETV				x	*	x	x				
E. PUPIL PERSONNEL SERVICES											
Psychological and/or Social	x	x	x		*	x	x	x	x	x	
Adult Guidance and Counseling									*		
Athletics			x				*		*		
Health (Clinical)					*						
F. FACILITIES & PROGRAM INNOVATION											
Research and Development	x				x	*	x				
Model Schools					*						
G. MISCELLANEOUS											
Data Processing				x					x		

GENERAL REACTION TO THE IDEA OF A SUPPLEMENTARY EDUCATION CENTER

Q. In general, how would you describe your reaction to the idea of a Supplementary Education Center to serve your school district?

A. 1. Very favorable: Burnt Hills, Draper, Mohanasen, Niskayuna, Schalmont, Schenectady, South Colonie, Albany Diocese.

2. Favorable: Duanesburg, Scotia-Glenville, District Superintendent.

Comments:

1. Relation to existing programs

A center should not compete with existing programs. It should grow out of BOCES and build on cooperative relationships already established rather than involve the creation of one more service agency.

2. Relationship to Governmental Bodies and Community Agencies

Centers should be under the control of the public schools, which should have a dominant role in relation to other community agencies. The County Board of Supervisors should not be involved. Leadership and coordination should be furnished by the State Education Department.

3. Administration vs. Teaching

A center might become an empire for someone and divert funds from teaching into administration.

Q. What do you feel would be the major advantages of a Supplementary Education Center serving local school districts?

A. 1. Better Educational Program (9)

A center would enable districts to provide services they would like to have but cannot afford and those for which there is not sufficient demand within one district.

2. Resource Specialists (3)

Specialists with talents not readily available in individual districts and with time to make special studies and perform the services envisioned would be major incentives. The need for an elementary social studies specialist to help teachers in the selection of materials appropriate for various levels and in planning productive classroom experiences was stressed by one superintendent. Psychologists to work with students are also considered of prime importance. A research director to design and evaluate local pilot projects and investigate and report on alternative possibilities was considered important by three superintendents.

3. Supplementary Materials (2)

Access to a more varied and extensive collection of materials and increased efficiency in collecting them and making them available for demonstration or service to schools were cited.

ADVANTAGES OF SUPPLEMENTARY EDUCATION CENTERS (Cont.)

4. Financial (2)

The opportunity to solve many problems of the small district with relatively little effect on the local taxpayer appeals to two superintendents.

5. Less Duplication of Effort in Many Areas (1)

6. Impetus to Further Cooperation (1)

7. Curriculum Development (1)

A center would facilitate the sharing of ideas between districts because it would tend to draw them together and to provide resources which would aid in curriculum development.

8. Rate of Organization (1)

Title III has generated interests which may make it possible to organize services more rapidly than under present cooperative arrangements.

OBSTACLES OR DRAWBACKS TO ESTABLISHMENT OF CENTERS

Q. Can you think of any obstacles or drawbacks involved in the establishment of Supplementary Education Centers?

A. 1. Location (4)

Accessibility of a center and speed of service are major concerns in relation to the location of a center. One district suggested that a large center might be organized with several smaller distribution centers. Another was afraid that politics might enter into the location of a center.

2. Planning (3)

One superintendent doubted that administrators and the general public are thinking far enough ahead to fully appreciate the possibilities of area centers. Another suggests that the complexity of the proposal and the variety of possible services may be overwhelming. He feels there is need for a gradual step-by-step approach based on a flexible long-range plan.

3. Staffing (3)

One superintendent, who feels the limited time and energy of present administrators constitutes a serious obstacle, stressed the need for a planning specialist as well as additional administrative assistance at the local level. The District Superintendent pointed out that staffing will be difficult if the need for annual approvals creates uncertainty about funds and raised the question of appropriate salary levels for center staff in relation to those of participating schools.

OBSTACLES OR DRAWBACKS TO THE ESTABLISHMENT OF CENTERS (Cont.)

4. Human Relations (2)

Communications, mutual understanding, and willingness to standardize on the part of districts which have a long tradition of independent operation may be difficult to achieve. Major policy problems are not anticipated, but relationships between school boards and staff members of different districts and political problems when agencies other than schools become involved may prove to be stumbling blocks.

5. Need for Facilities (1)

On the basis of difficulties encountered in renting space for cooperative services, the District Superintendent stressed the need to find space for staff, storage, and display--perhaps in conjunction with the new public library building.

6. Loss of Some Local Control (1)

7. Reluctance of day school students to attend classes outside their own district (1)

8. Exploitation of the Center (1)

Local districts may tend to unload on the center services they could afford to provide in their own school systems.

POSSIBLE PARTICIPANTS

GEOGRAPHIC AREA

Q. Do you consider Schenectady County to be a logical area for the organization of a Supplementary Education Center? If not, how large an area do you feel a center should serve in order to be of maximum value to participants in Schenectady County?

A. 1. Schenectady County (11)

Most superintendents feel Schenectady County is the logical minimum size, but several feel the objectives of the center and the nature of the services it provides should determine the area served. One commented, "the smaller the better" and indicated that he would prefer a center serving eight districts to one serving twenty if there would be enough students involved to justify needed services. Another stated that, in his opinion, a center should start with a small number of districts (no larger than Schenectady County) and expand later if feasible. The Diocesan Superintendent felt county organization with each city as a nucleus would be preferable to a tri-city arrangement.

2. Larger Area (7)

Three respondents felt that the entire BOCES area (Albany, Schenectady, and Schoharie Counties) might be encompassed; and one suggested that Schenectady might then serve as a distribution center. It was generally agreed that certain services might require a larger geographic area than the county.

GEOGRAPHIC AREA (Cont.)

2. Larger Area than Schenectady County (Cont.)

Two superintendents noted that Albany and Schenectady may be large enough for independent centers, but that services probably would not be available to Schoharie County unless it combined with Schenectady.

The District Superintendent stated that, in his opinion, all districts with schools in Schenectady County (including Burnt Hills and South Colonie) plus, possibly, Guilderland and North Colonie would constitute a logical area.

3. Different Area

South Colonie might prefer to combine with North Colonie, Guilderland, Menands, and Maplewood rather than attempt to affiliate those districts with a center located in Schenectady County.

SCHOOL SYSTEMS

Q. Are there any particular school systems which you feel it would be essential to include in a center serving Schenectady County? For example, do you think the City of Schenectady should be included?

A. 1. Yes. (7) Seven superintendents felt there would be no reason to exclude the city, and several suggested there would be advantages to its inclusion. Because of favorable working relationships in the past, no special problems were anticipated in activities involving cooperation with the city. However, one superintendent did state that he would not want to see the City of Albany included in a center serving this area.

2. One respondent doubted that the city would have the same problems as the suburban schools; and another suggested that, although it would have some of the same needs, Schenectady might participate on a somewhat different basis from smaller school systems since it would be able to provide some services for its own pupils which they could not and might serve as a resource in solving some of their problems.

OTHER AGENCIES AND INSTITUTIONS

Q. What types of community institutions and agencies do you feel it would be important to include in a Supplementary Education Center serving this area? (Superintendents were asked to comment on the list of "Potential Local Participants in Supplementary Centers" attached to Commissioner Allen's letter of March 30.)

A. There was general agreement regarding the desirability of participation of all types of schools, BOCES-ACCES, public libraries, colleges, ETV, and museums. Superintendents tended to be more cautious regarding relationships with music and drama groups, local governments, and labor unions. Two questioned the need to involve agencies whose primary purpose was not essentially educational.

POSSIBLE PARTICIPANTS (Cont.)

OTHER AGENCIES AND INSTITUTIONS (Cont.)

The need to clarify the objectives of Supplementary Education Centers and to define the nature of relationships between public schools and other agencies ("the direction in which the arrow points," as one superintendent put it) is apparent. Providing the purpose of centers is to serve schools rather than to benefit other agencies or institutions, most superintendents consider involvement of all the institutions listed to be appropriate. They feel that control should be vested in the public schools, but are willing to accept the challenge of working more closely with other educational and cultural institutions and agencies. Two commented on the need to plan carefully to avoid duplication of services, and one on the need to respect the professional competence of experts in other fields.

Comments on Specific Types of Agencies or Institutions

1. Parochial Schools (5)

One superintendent commented that parochial schools should not be related to Supplementary Centers unless private schools are also; and three others had reservations regarding the constitutionality of their participation. One felt this problem might be solved by permitting use by private and parochial students before and after regular school hours. The need to contact each principal individually instead of having a single representative of Catholic schools in the community was considered an obstacle to cooperative planning by one superintendent.

2. Community College, Colleges and Universities (6)

Local school districts would definitely be interested in developing closer relationships with colleges in the Capital Area, and would tend to regard them as a major resource. It was felt that ETV could be more fully exploited with the cooperation of the colleges; and a Curriculum Materials Center might be a logical adjunct of the State University. One superintendent felt that the stimulus of a Supplementary Education Center might accelerate the trend toward greater coordination between high schools and colleges. One superintendent felt that CASDA should also be tied in with a center.

3. Public Health and Welfare Agencies (2)

A tie-in between pupil personnel services and counseling through community agencies was suggested.

4. Professional Associations (2)

ROLE OF THE STATE EDUCATION DEPARTMENT

STATE ASSISTANCE

1. Do you have any suggestions regarding ways the State Education Department might help districts interested in planning and preparing proposals for Supplementary Education Centers?

A. 1. Leadership and Coordination (8)

It was generally agreed that the State Education Department should assume a maximum advisory role. One superintendent commented that he had very little interest in programs administered directly from Washington. The need for coordination was widely recognized; and one respondent suggested that the State develop a master plan for the location and interrelation of centers. Another felt that the State should give leadership to the establishment of different kinds of programs in various parts of the state.

Two districts indicated that they would welcome advice, but would not want the State to prescribe what they could do. On the other hand, one superintendent felt sure that the State would have a plan and felt local districts should be apprised of it since plans which did not fit the pattern would probably be disregarded. Information and help in getting financial support were also wanted from the State.

The Diocesan Superintendent expressed concern that parochial schools would not be included in local planning sessions unless guidelines for regional planning were issued by the Commissioner.

2. Staff Consultants (6)

Administrators would like to meet with a representative of the State Education Department who is thoroughly familiar with the legislation and the State plan for centers as soon as possible. They would prefer a small group meeting with someone authorized to interpret the bill in specific terms to larger regional meetings. The department should maintain liaison with Washington and provide feedback to local superintendents. Experts should be available by phone or in person to provide guidance in preparing proposals and information on specific projects. If staff consultants are not going to be provided on the state level, local groups should be permitted to hire planning directors.

3. Definition of Regions (4)

Local districts can plan more effectively and expeditiously if they know the size of regions to be served by Supplementary Centers and have suggestions regarding logical groups for this type of cooperative planing.

4. Information Service (5)

Concise, meaningful communiques on recent developments would be helpful but less so at this point than face-to-face contact with a staff consultant because such material is subject to misinterpretation. Evaluations and descriptions of successful centers, opportunities to visit other centers, and conferences will be valuable when results can be determined.

STATE ASSISTANCE (Cont.)

5. Improved Public Relations (2)

INFORMATION NEEDED

Q. What kinds of information do you think superintendents would like to have to assist them in planning for Supplementary Education Centers?

A. 1. Names of Consultants (6)

2. Location of Existing Models (6)

3. Descriptions of Possible Services (6)

Two superintendents indicated that descriptions would be useful as a basis for discussion; one felt they would have little value. Two respondents observed that they might be subject to misinterpretation and that direct contact with consultants would be much more helpful.

4. "How-to-do-it" Information (5)

Material on how to organize and operate a center and how to set up each possible type of service would be useful. Plans and sketches showing what typical centers for various purposes might look like would also be helpful.

5. Criteria for Aid (4)

Districts need to know the scope within which they can operate--what they must include and what they cannot include in a proposal. Information regarding application procedures and organizational requirements would also be appreciated.

6. Objectives of Legislation (2)

The underlying purpose of Title III of the Elementary and Secondary Education Act should be more clearly defined. One superintendent felt it would be important to know whether the intention is:

a. to benefit public schools
b. to benefit private and parochial schools
c. to enhance all kinds of educational opportunities
d. to increase economic opportunities

Another stated that underlying factors which might influence the approval of a proposal should be known so that they can be taken into consideration in developing a plan and determining the ideal location of a center.

7. Financial Information (1)

Information regarding costs and an indication of the amount of financial support which would probably be available to plan and implement a proposal would be an important factor in planning for centers. Assurance of continued support or information regarding periodic review of the projects approved would also be needed.

PROPOSED STEPS IN COOPERATIVE PLANNING

Q. Do you have any suggestions regarding logical steps in cooperative planning for Supplementary Education Centers?

A. 1. Preliminary Exploration (3)

Three superintendents stated that they considered the approach used in this preliminary study to be an intelligent one. They felt it should result in the development of a program geared to the needs and interests of the institutions involved.

2. BOCES-sponsored Meeting (6)

The consensus of opinion was that the next logical step would be to invite Schenectady County superintendents to meet with a representative of the State Education Department for more detailed interpretation of the provisions of Title III and their implications for local planning and discussion of the nature of a possible Supplementary Education Center for Schenectady County.

3. Planning

a. Plans for a center should be developed through BOCES. (8)

b. Tentative plan (1)

One superintendent suggested that on the basis of the preliminary exploration with individual school districts, a specific proposal should be outlined covering geographic area to be served, scope of service, cooperating agencies and institutions, and administrative structure. It was felt that considerable time could be saved if potential participants had such a specific proposal to react to.

The tentative plan should be presented to administrators in a meeting where they would have an opportunity to explore and discuss its provisions. After further local study, a revised plan could be prepared on the basis of written criticisms.

It was felt that superintendents would be more responsive to a proposal emanating from a central agency, such as BOCES, than to a plan prepared and presented by a single district. However, as a preliminary step, one district might prepare a draft proposal and call in three or four representatives of other districts for suggestions and help in further definition of a plan.

c. An advisory group representing other institutions and agencies should be organized to meet with school administrators. The importance of good public relations was stressed.

Q. Would you be willing to work with representatives of other school districts or to designate someone to represent your district in exploring possible plans for a center to serve the Schenectady County area?

A. Yes. (11) All superintendents interviewed expressed willingness to participate in preliminary investigations and cooperative planning for a center.